**ADED 7320 Course Syllabus** **– Spring 2013**

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| ADED 7320  **Multimedia Design**  **(Fully Online)**  **Armstrong Atlantic State University: College of Education**  **Spring 2013** |

**Course Instructor:** Dr. Rona Tyger

**E-mail:**  [Rona.Tyger @armstrong.edu](mailto:robin.ellert@armstrong.edu) (Use D2L email unless emergency)

**Office Location:** Virtual

**Office Phone:** n/a; SkypeTM: rona,tyger

**Office Hours:** M,T,W, F: online/by appointment; Thursdays: 930am – 1130am/synchronous in D2L from 600pm – 830pm/by appointment. Office hours subject to change as required for conferences, etc.

**Required Text and Materials:**

* Vaughn, T. (2011). Multimedia: Making it work (8th ed.). ISBN: 978-0-07-174848-3
* Twitter account
* A flash memory drive with at least 2 GB of storage, USB connection (also called thumb drive/jump drive)
* Additional course readings may be provided via D2L environment.
* Access to D2L
* Access to Lane Library’s resources

**Course Description**

**ADED 7320 Multimedia Design**

Concepts that underlie the design and development of multimedia in education and training. Participants will become involved in instructional design and team production of a courseware product.

**Additional Course Requirements**

* Basic computer competencies (i.e. ability to access and navigate D2L, ability to send and receive email, attach files, access web sites, ability to use Microsoft Word, etc.)
* Access to a computer (PC or MAC) that you are able use for software downloads.
* Twitter account.

**Course Goals**

The College of Education at Armstrong Atlantic State University is guided by its [Conceptual Framework](http://www.armstrong.edu/Education/deans_office/education_conceptual_framework). The COE develops adult educators who are prepared, reflective, decision makers. Specifically, Candidates will demonstrate:

1. **Respect for Diversity** – Diversity requires that an educator understand, value, and demonstrate respect for human diversity in regard to race, creed, ethnicity, culture, gender, age, intellect, physical abilities, health, socio-economic status, language differences, and color. An educator who responds positively to the needs of diverse learners exhibits the characteristics of collaboration and advocacy.
2. **The Essentials of Professionalism** – The professional demonstrates in-depth knowledge of the field and strives to meet its highest standards.
3. **The Importance of Collaboration** – Collaboration requires an educator to understand and demonstrate the skills necessary for effective communication and to be capable to work with diverse groups to attain a shared goal or objective.
4. **The Value of Authentic Assessment** – Adult educator candidates who are actively engaged in both learning and reflecting upon their own growth and development are better able to see the relevance of their studies to the “real” world.
5. **The Merit of Reflection** – Reflective individuals reflect on their own behaviors, attitudes, and decisions, and understand the importance of self-awareness, self-assessment, and personal responsibility.
6. **The Value of Technology**– An educator as technologist readily utilizes instructional technology to enhance classroom management, strengthen and broaden educational opportunities, and expand learning resources.

**Candidates in this course will:**

1. Demonstrate an understanding of terminology, key concepts, and theories associated with multimedia design in education and training contexts.

2. Develop practical knowledge of the various applications of multimedia design theory and practice.

3. Integrate knowledge of multimedia design technologies relative to the learning transaction in the practice of adult education.

4. Participate in an online discussion by providing relevant readings, ongoing interaction, and coherent synthesis.

5. Create a courseware product choosing from a topic of interest to the candidate and relevance to the field.

In addition to the specific course goals and in keeping with the College of Education conceptual framework this course will help develop adult educators who are prepared, reflective decision makers, who demonstrate the highest qualities of character and ethical behavior as well as the knowledge, skills, and dispositions that support Scholarship, Professionalism, Technology and Diversity.

**Course Outcomes**

Upon successful completion of this course candidates will demonstrate the following competencies:

1. Identify and describe multimedia theories and practice.
2. Describe the role of multimedia in teaching and training adults.
3. Demonstrate an understanding of various multimedia practices currently being used to teach and train adult learners.
4. Apply theory and principles of learning, instructional design, and perception to the design of instructional multimedia products

**Course Objectives**

Upon successful completion of the course candidates will be able to:

1. Examine current practices of multimedia design as they relate to meaningful learning.
2. Demonstrate an understanding of multimedia design theory and practice incorporated in various learning contexts.
3. Review and evaluate current multimedia design practices as to their ability to foster meaningful learning.
4. Identify and discuss major issues and concerns that impact how technology and the Web are used to improve teaching and learning.
5. Present information about multimedia design to colleagues in a well-prepared and professional manner.

By engaging in these activities you will meet the following ISTE standards:

1. Identify the benefits of technology to maximize learning and facilitate higher order thinking skills. (Standards I, III)
2. Explore, evaluate, and use computer/technology resources including applications, tools, educational Web sites and software, and associated documentation. (Standards II, V)
3. Apply online and other technology resources to support problem solving and related decision making for maximizing learning. (Standards III, V)
4. Practice responsible, ethical, and legal use of technology, information, and software resources. (Standard VI)

**Participation**

Participation in this course is conducted fully in the online assessments, quizzes, assignments, discussions and projects. Course discussions will be conducted in D2L, a Web-based course development and support environment. The class discussions are conducted using forums, or electronic bulletin boards, with a separate discussion forum for each major course topic (typically one week).

Based on my past experience teaching online courses, I suggest that we all “mentally enroll” in this course as if it occurred on Wednesday afternoons. **In other words, our weeks will run from Wednesday to Tuesday.** I will post information (online activities, discussion starters, etc.) for the *upcoming* week by

Wednesday afternoon/evening, so that when you log in on Wednesday, you can begin the new week. When assignments are due, they are due by 9:00 pm EST on the due date listed in the course schedule. All assignments are expected to be **on time**, **word-processed**, and of **quality** appropriate to graduate study. *NOTE: 10% will be deducted for assignments containing frequent errors in spelling, punctuation, syntax, and so on; 20% of total points will be deducted for late submissions*.

Candidates are expected to participate actively and thoughtfully in the discussion board. As a course with online discussions, regular postings and participation in the online discussions are essential. Candidates are expected to log on a minimum of two times every seven days (i.e., from Wednesday to Tuesday) and to post in the forum at least twice every seven day period (i.e., from Wednesday to Tuesday) when assigned, with all initial postings completed no later than 9:00 pm on Friday for each week of the course and all responses completed no later than 9:00 pm Monday for each week of the course. While these are minimal expectations, it is strongly recommended that candidates log in and participate more frequently. The quality of a candidate’s contributions is also critical; therefore, simply posting responses with little consideration or evidence of thoughtful reflection on the course material will not meet the minimal expectations for this course.

You MUST access the D2L course site as a requirement of the course. You are expected to read all posted materials, read all discussions in the forums, review web links, watch videos, participate in webinars and familiarize yourself with the materials posted to this site. Failure to do so may result in a significant reduction of your grade relative to the percentage of materials accessed during the course.

**Course Procedures**

1. Assigned readings, including materials provided through Vista, will be completed before class discussions on each topic. Plan daily readings for the course and start at once.
2. Work is to be submitted electronically – on the assigned due dates before the cut-off time. Late work will not be accepted without professor approval.
3. **CRITERIA FOR SUBMISSION OF COURSE ASSIGNMENTS:** All course assignments must be completed and submitted electronically by midnight on the assigned due date unless otherwise noted. All written work will by formatted using the APA 6th edition guidelines. Late assignments will NOT be accepted without prior approval and only in extreme circumstances beyond the candidate’s control subject to approval by the instructor. Using the following protocol –
4. All electronically submitted files must be named to include your first initial, your last name and assignment name. For example, Jane Doe’s Learners Observation assignment might be named jdoe\_lernobv.doc. PLEASE NOTE: I will NOT -accept electronic files that do not follow the required naming conventions.
5. Submit all work in **Pirates’ VIEW Vista via the Assignments tab (unless otherwise directed),** clicking on the assignment label, and uploading the document electronically. (Please note that comments submitted in Pirate’s VIEW Vista Assignments are not received by the instructor until the document is accessed; please send urgent messages or inquiries via the mail tool in Pirates’ VIEW.) DO NOT e-mail your assignments to me.
6. All assignments must contain correct grammar, spelling, punctuation, and capitalization.
7. All work must be original (i.e., written by the candidate during this course session). NO work created by the candidate during a prior course will be accepted. Any work that is explicitly borrowed must be indicated by providing the proper citation using APA 6th edition format.  Candidates are bound by the [University Honor Code](http://www.sa.armstrong.edu/Activities/hccoc.html). Any Honor Code offense (e.g., plagiarism, cheating, fabrication, and/or facilitating academic dishonesty) is serious and will result in the appropriate sanctions as set forth in University policy. For clarifications concerning plagiarism, please complete the [Lane Library Plagiarism Tutorial](http://www.library.armstrong.edu/plagiarismtutorial.html) prior to the second class meeting.
8. **Plagiarism** - "Plagiarism is the intentional offering of the words, ideas, or computer data programs and/or graphics of others for one’s own in any academic exercise. Examples of plagiarism include (but are not limited to): 1. The offering of another’s work, whether verbatim or paraphrased, as original material in an academic paper; 2. The offering of another’s original ideas or concerts as one’s own, in an academic paper or assessed exercise; 3. The inclusion of another’s material in one’s own work without appropriate or accurate citation or credit." AASU Student Code of Conduct p. 338-339, B1-4. <http://www.library.armstrong.edu/plagiarismtutorial.html>

The instructor reserves the right to impose sanctions as outlined in the Honor Code and Code of Conduct - <http://www.sa.armstrong.edu/Activities/hccoc.html#II>   
(i.e., **Assignment of a grade of “0” for either the course assignment at issue or for the overall course grade [complete loss of credit for the course])**

1. Candidates are expected to:
2. Exercise honesty in all matters, both academic and personal in nature.
3. Be fair and courteous with others; treat them fairly and with respect, showing sensitivity to cultural, ethnic, and religious diversity and personal dignity.
4. Be responsible for their learning. The instructor is the facilitator.
5. Accept personal responsibility for appropriate behavior as defined by the Codes
6. Know the offenses under each Code and the penalties for violating them.
7. Know what Plagiarism is, as defined under the Honor Code; recognize that it undermines individual and academic integrity; and ensure that it is avoided in both spirit and deed.
8. Understand that the Codes apply at all University activities whether on the main campus or at other locations.
9. Remember that they are representatives of Armstrong Atlantic State University and that they must always conduct themselves in a manner which brings credit upon themselves and the University
10. Participant discussion in class must be confined to specific course readings and relevant examples and activities, unless taking place in the Online Hallway. Please keep the Hallway clean!
11. The class will follow the course syllabus closely; however, changes may be made with tentative course schedule. Regular attendance and monitoring of PIRATE’S VIEW VISTA will assure getting all pertinent information.
12. If you are a person with a disability, accommodations to course requirements will be made based on the letter received from the Director of AASU Disability Services. If you have not identified yourself as a person with a disability, you will be expected to complete the course requirements without accommodations.

**Basic Course Requirements**

1. Each week, follow the instructions provided by the instructor for the readings and assignments. Attend the face-to-face class, read all the assigned materials, and hold public discussions on a regular basis every week.
2. Regular and respectful face-to-face and online participation. This includes email correspondence and online postings, with the expectation of logging onto the Vista course page a minimum of two times every seven days (i.e., from Thursday to Wednesday)
3. Post and submit well written and thoughtful responses and original assignments that show evidence of understanding the course content. Postings and assignments must contain proper grammar and spelling. (It is recommended to type all responses in Word to ensure proper grammar and spelling, and then copy/paste into the discussion board).

**Candidate Assessment**

1. Assessment will be based upon assignments, online discussions, and professionalism.
2. Participants are expected to proofread all work to be submitted. Grammatical and spelling errors will be considered in the evaluation of all assignments.
3. Participants are expected to access the course Pirate’s VIEW Vista site and participate in assigned discussions**.**
4. No extra credit will be given.
5. Grades will be calculated based on the following grade distribution:

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| Assessments/Quizzes | 30% |
| Assignments | 20% |
| Discussions | 20% |
| MM Presentation(s) | 20% |
| Project(s) | 10% |

**Grading Scale**

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% or less

**Course Assignments**

**Please NOTE: unless otherwise directed by the instructor all assignments will be submitted as attachments using the Pirate’s VIEW Vista assignment tabs.**

It is expected that your work be well written and free of grammar and spelling mistakes. Points will be deducted from an assignment's overall grade if spelling or grammar errors are present. Use peer review ***appropriately*** to polish your written assignments prior to submission for a grade and make use of electronic tools such as the grammar check tool in your word processing software. If you would like or need extra help with your writing, please use [AASU's Writing Center](http://www.armstrong.edu/Departments/writing_center/writing_center_welcome/). Another valuable resource is Struck and White's The Elements of Style. It is a classic reference for writing well, and it is available for free online at <http://www.bartleby.com/141/> .

**Biography:** During week 1 you will post a short personal and professional biography in the Media Library on D2L (see course homepage).

**Readings and Online Discussions**: Read all assigned material in the timeframe outlined on Vista so that you have the background and understanding to fully contribute to the course in online discussions. A key component of the class is to synthesize and discuss issues, knowledge, and experiences (as is appropriate in graduate level work). You will have the opportunity to do so online through thoughtful postings and discussions based on what you are learning in the course. Online discussions **are required** and candidates are expected to interact often (**at least** twice per discussion but more is strongly suggested) and contribute insight into the discussion drawing from source material as well as your own experiences and opinions. Discussions will run from Thursday to Wednesday. The first posting must be made by Saturday at midnight of the week following the start of the discussion and the second posting must be done by Wednesday at midnight when the discussion ends. Discussions take place on Vista’s Discussions page. To create interesting posts, consider: Posting an interesting and stimulating question to spark a lively discussion. Using a relevant news article and linking it to other readings. Researching and presenting a case study and asking the class to relate it to the readings.

**Website Critique:** You will choose a media-rich website of your choice which is related directly to your career interests. You will critically evaluate the website according to a rubric. The rubric is located in D2L. Submit this assignment via the D2L dropbox.

**Usability Presentation:** You will present an assigned chapter(s) to your classmates from the

http://usability.gov/guidelines/index.html website. For the entire book, see http://usability.gov/guidelines/guidelines\_book.pdf

These presentations will all take place during one face-to-face course meeting.

**Multi Media Presentations:** You will choose from a list of multimedia topics and multimedia tools and present the concept to your classmates on a predetermined date in our online class. The presentation will take about 15 minutes depending on the topic.

### Final Project: This assignment may be done in teams or individually - TBA. You will design and develop a media-rich instructional website (or other approved digital application/tool) for education or training. This can be from your current work context, from your personal life (e.g. church, club, etc.) or a topic you wish to teach or train learners in the future. You will provide to your instructor all supporting documentation (e.g. description of the instructional problem being addressed, the audience, the purpose of the instructional materials, and the rationale for the choices made about the design layout. Importantly, you will provide four research articles that support your project design in regards to improving teaching and learning. Full length copies of the research articles will be inserted into an annotated bibliography. I will provide an example of an annotated bibliography. In addition, you will provide the link (URL) to your fully functioning website. A project plan (proposal) and peer reviews will be completed for this project. Specific requirements for the final website will be posted in the Project folder in Vista. Submit this assignment via the Vista assignment tab.

**ADA Statement**

Any candidate who needs accommodations based on a disability should make an appointment to see the instructor to discuss your needs. In order to receive accommodation, your disability must be on record in the AASU Office of Disability Services, Memorial College Center, Room 207A.

<http://sa.armstrong.edu/Disability/index.html>

**AECL Program Standards**

* Showing awareness of the unique characteristics of the adult learner
* Creating effective learning environments for a diverse adult population
* Relating an understanding of empowerment of adult learners through the design of self directed learning
* Illustrating how the study of psychology of adult learning effects curriculum development
* Creating, implementing and assessing effective learning experiences for adult learners
* Demonstrating implications of one’s cultural background on the educational process and consider strategies for responding to diversity in educational settings
* **Literacy Education** – Demonstrating how to create appropriate curriculum to raise literacy levels of low literate adults
* **Technology Based Learning**– Demonstrating how to create content rich multimedia curriculum to facilitate learning
* **Human Resource Development** – Demonstrating how to allocate human resources effectively / efficiently